

public address

INFORMATION BULLETIN OF THE STUDENTS' SOCIETY

CUS — UGEQ — neither ?

In the upcoming CUS-UGEQ referendum it is important that the student body's decision shall not be biased by emotional considerations, for when the seemingly endless layers of semantics have been peeled away only one consideration remains. This is the question of which, if any, student union will most effectively serve the students of McGill University.

It is the purpose of this article to establish a basis upon which a rational choice can be made.

Although the charters of the two unions are presented on pages 4-5, the relative merits of each organization will be discussed in detail in the next issue of **public address**, coming to campus on Monday, February 6th.

A list of priorities

McGill's first consideration must be whether to belong to any student's union. For although we may gain benefits of mutual understanding, power in the determination of our fees, we must at the same time recognize that our membership entails the responsibility of acting also on the various issues of our day and taking stands on them. Both unions are beginning to recognize this fact.

However, it would be a mistake to over-emphasize these neo-political aspects of the student's unions, for, in fact, the vast majority of their activities are devoted to educational matters and student services.

As one can see from a perusal of the last CUS Congress' discussion papers, the overwhelming emphasis was on education. CUS also deals with student cooperatives, life insurance and travel.

In a similar vein, UGEQ is working hard on the accessibility and quality of education. It also has departments dealing with travel, housing and international affairs.

Our most important consideration must be education, and it would be a mistake to believe that this is restricted to the classroom. For education requires money, and there is a direct relation between the amount of money at the disposal of a particular university and the quality of its educational facilities.

At McGill, as at other colleges, only a small percentage of the cost of education is covered by tuition fees. About 25% comes from private donations, but a vast majority of the money must come in the form of provincial University Grants.

A students union effectively constitutes a pressure group insofar as these grants are concerned. No single student, or university student's society, can equal the influence of a students union to affect the policies of the government. This must be an essential consideration when discussing a student's union such as CUS or UGEQ.

Which Union?

Obviously one must choose which union (if any) provides the greatest services and is the most effective pressure group. Clearly if we are disinterested in provincial grants and more interested in a Canadian role, as opposed to a role centered in Quebec, we must choose CUS.

If we indeed are, on pragmatic grounds, concerned with money from the province, and further

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University Affairs Revamped

"Everything external to the Student's Society and internal to the University" is the statement which Alan Kirshen uses to sum up the scope of his resurrected University Affairs Committee. Appointed in December of last year, Kirshen is currently organizing his staff to, in his own words, "carry on the work of the Committee".

Much planning has gone into the work of the Committee, which is still in its organizational stage. These plans include the formation of subcommittees dealing with Finance, Education, and Housing. These will be empowered to investigate such things as the basis upon which provincial grants to students are made, course design, and student-faculty relations. The Housing Subcommittee is tentative, with the proviso that the SC does not establish its own Housing Portfolio.

Further, Kirshen himself plans to head a University Liason Subcommittee, which will serve as a link between the Student's Council and the Administration. This will serve as "a traffic cop for problems", or as an "ombudsman without power".

A Special Projects Subcommittee will consider any projects which, hopefully, the SC will delegate to it.

STAFF PROBLEMS

Staffing this Committee could be a problem due to the large number of people required. According to Kirshen, personnel working under him will be "autonomous, but under close supervision." Asked to elaborate, he replied that he would "keep tabs on what they were doing, and would require his approval for major policy decisions."

However, at present Chairman Kirshen finds himself short handed, but plans to advertise shortly in the **Daily**.

HOPEFUL FUTURE

Aware that his plans are ambitious, Kirshen will be satisfied if one quarter of his plans are successful. This will be dependent on the staff which he acquires and the degree of co-operation which they give to him.

TEQ TALK

Travailleurs Etudiant De Quebec (TEQ) means literally, student workers of Quebec. As the name implies it is a student-run organization whose chief aim is to better the social position of Quebec's less fortunate inhabitants.

TEQ is attempting to channel the enthusiasm of Quebec's restless youth towards definite goals in the province's social revolution. With the help of the government of Quebec, in the areas of financial, technical and professional aid, the program is now in its third year of operation.

The program is primarily carried out during the summer when students are not oppressed by studies. Monetary remuneration is offered to those fortunate enough to qualify for the program. Naturellement vous devez être bilingue. Depending upon other qualifications, the socially involved can be assigned to such challenging fields as co-operative management and community recreation.

Students wishing TEQ application forms or further information may apply at room 411 of the University Centre.

CUS-UGEQ cont'd...

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believe that we can be part of Quebec, as well as the rest of Canada, we must join UGEQ.

And clearly, if we believe that McGill will be poorly represented by these unions in terms of social factors, we must abstain from membership in either union.

We must weigh all the factors before the referendum on February 8th. We must discuss the objective issues, not our own subjective emotions and biases.

Greg King
Bruce Bienenstock

Contributions

public address welcomes submissions on the CUS-UGEQ issue. These should be typewritten and double spaced, and handed in at the Union switchboard no later than Tuesday, January 31.

Psst!

Where did Red & White come from?

This year's production of the Red and White Revue is being staged in Moyse Hall, February 2nd - February 9th. The show is entitled "Psst! Where Do Babies Come From?" and is a satire on both the medical profession and the modern world's political and economic problems.

Script and lyrics were written by Bob Singer, who is himself a medical student, and Peter Thom, one of the leads in last year's Revue. Peter also wrote the music, which promises to be the best in many a year, with the help of Frank Mills, an evening student in the Faculty of Music. The Revue is fortunate to have Walter Burgess back again directing the show. Jeremy Lach, a fourth year student in Arts, has graduated through the ranks of the Revue to become this year's producer.

This year's cast is one of the strongest ever assembled on the Moyse Hall stage. For the first time in years the Revue has been able to get singers who can act, or if you prefer, actors who can sing. In any event, this combination can certainly do n harm to a musical.

Leading the list is Heath Walker who, as mentioned above, plays the part of Roland Stone, the McGill med-student. Heath will be remembered for his performance in previous Revues "Something For Nothing", "The Man In The Green Flannel Suit" and "Cache On Delivery".

Playing opposite Heath, as Semantha Sugar, his girl friend, is Ingrid Lewenstein. A newcomer to the Revue, Ingrid is certainly no novice at performing. She can be seen regularly on the C.B.C. pro-



They swear they don't know. Ron Clavier and Marilyn McConnie, two stars from this year's revue.

The plot of the show concerns two teams of astronauts, one American and one Russian, who both land on the same planet, at the same time. Meanwhile, a medical student at McGill graduates without learning the "secret truth known only to physicians" namely, that all men are really machines. The med-student, played by Heath Walker, an old hand at the Red and White, refuses to believe that he is a machine, and is relegated to performing autopsies. How does this tie in with the Russians and Americans on their unknown planet? Well, the truth of the matter is that the two doctors assigned to this space-mission decide to explain to the inhabitants of the planet the technology of medicine, only to find that the space people are not machines. Naturally, since one of the writers is a med-student, our hero of the autopsy room proves that man is not necessarily a machine, and the story resolves itself in favour of humanity.

gramme, "The New Generation" and is also a Music student.

Ron Clavier, a second year Science student, is the leading Babylonian. Ron has graduated from the English Department's production of the "Birds" to his first Revue. Second in command is Marilyn McConnie, also a member of the "New Generation" company and has taken part in many other professional shows around town.

Bonnie Brotman has stepped from the chorus into the spotlight for this year's Revue, and will be featured as the leader of the American Astronauts. Phyllis Angel, last year's renowned "gossip", plays the part of Dr. Olga Dubina, the doctor and leader of the Russian Astronauts.

Tickets may be obtained at the Union Box Office at \$2.00 and \$2.50 for evening performances February 2nd - February 9th. Further information is available at 288-2062.

The Charter

UGEQ

CHAPTER 1: RIGHTS

Art. 1 : The student has the right to a climate of freedom necessary to the pursuit and propagation of truth;

Art. 2 : The student has the right to those material, psychological and social conditions, which favour the accomplishment of his intellectual work;

Art. 3 : The student has the right to competent and dedicated teachers, and to study-programmes geared to the need of a society in full evolution.

Art. 4 : The student has the right to suitable quarters and to the instruments required for his education;

Art. 5 : The student has the right to further his studies to the limit of his capacities;

Art. 6 : The student has the right to select institutions of learning in line with his beliefs and best suited to his future career;

Art. 7 : The student has the right to adequate counselling service and to an economic and social planning which will provide him with career opportunities at the end of his formal education, thus permitting him to be a greater service to society;

Art. 8 : The student has the same right as any citizen to group with other students in representative organizations at all levels so as to assure himself better material, psychological, social and academic conditions to carry out his work; the student has the right to use democratic pressure methods in seeing that his rights are respected;

Art. 9 : The student has the right, as do his teachers, to a competent administration of students, one which respects academic freedom and is conducive to the progress of the teacher-student community;

Art. 10 : The student, through his own organization, has the right to authoritative participation in the growth of his institution of learning especially in those questions which deal more directly with students;

Art. 11 : The student has the right to that type of political, social and economic education befitting the role he is to play as a citizen;

Art. 12 : The student has the right and the obligation to participate actively in the life of the nation.

RESPONSIBILITIES

Art. 13 : The Student has the responsibility to give his best performance in his studies in view of becoming as competent as possible;

Art. 14 : The student, in collaboration with his teachers, has the responsibility to work towards increasing the range of knowledge;

Art. 15 : The student has the responsibility to participate actively as a member in the teacher-community in such a way as to contribute effectively towards its growth, towards the progress of the membership of the community or institution of learning, and to general knowledge.

Art. 16 : The student, either as an individual or through his organization, has the responsibility to work towards making education more democratic — both in its accessibility and in its structure — and to work towards an appreciation of higher education and to ensure freedom within the institutions where it is taught;

Art. 17 : The student has the responsibility to associate himself with national and international youth movements in view of striving towards an authentic international cooperation among students which transcends language, race or ideology.

UGEQ CHARTER

Art. 1 : L'Union Générale des Etudiants du Québec is defined as the union of Quebec students. It is non-denominational, democratic and free of all partisan interests. It rejects all political affiliations;

Art. 2 : L'Union Générale des Etudiants du Québec adopts the Declaration of the Rights and Responsibilities of Quebec students and la Charte de Grenoble.

Art. 3 : L'Union Générale des Etudiants du Québec recognizes and adopts student unionism as the directing principle of all its thought and action.

Art 4 : L'Union Générale des Etudiants du Québec has the following aims :

- a) to channel all the strength of the Quebec student body;
- b) to unite it into one common front;
- c) to give a wider field of action to student unionism which, henceforth, will become the basis of all student action;
- d) to promote social awareness among students;
- e) to help build on a concrete base the structure of student unionism;
- f) to study and implement services beneficial to all students;
- g) to demand, to encourage, and to cooperate with the implementation of all means to hasten the general accessibility of higher education as well as the reevaluation of such education, and the freedom of the institutions wherein it is taught;
- h) to make effective all student demands to the Government which are the aspirations of UGEQ;

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s considered CUS

Declaration of the Canadian Student :

1. The Canadian student is a member of society who is intensively engaged in the pursuit of knowledge and truth and who has both the capability as a student and the responsibility as a citizen to contribute to his society's well-being.

2. The Canadian student has the right to establish a democratic representative student association governed by its student constituents.

3. The Canadian student has a vital interest in the administrative and academic affairs of the institution, and has the right to have his views represented.

4. The Canadian student has a vital interest in the future of his country, and has the right and responsibility to exert pressure in favour of his goals.

5. The Canadian student is a member of a global society, with the duty to be concerned about his fellow citizen, and the responsibility to promote human rights and mutual understanding.

Principles on Education

Be it resolved that :

1. Education is the expansion of the individual's total learning experience with the purpose of fulfilling his complete human potential.

2. Formal education is instruction, study, research and practice in a formal institution of learning, whereby the student gains enlightenment in active co-operation with his fellow students and the more learned, for the acquisition of knowledge and truth for the benefit of himself and of his fellow men.

3. Every qualified individual has the right to education. This right must be guaranteed to him by

society; it belongs to every person who can meet the objective intellectual requirements of higher education; it flows from the universal principle of equality of opportunity, from the right of each to develop to the highest extent his natural potentialities, for the greater good of all.

Be it resolved that :

This Commission recommends to the 30th Annual Congress that the resolution "Principles on Education" be adopted as a standing resolution.

Principles on CUS Responsibilities in Education

Be it resolved that :

1. The Canadian Union of Students is fully and primarily committed to the removal of all social and financial barriers to formal education;

Furthermore, the CUS is committed not only to increasing the number of educated Canadians and increasing the level of their education, but also to improving the quality of education they receive, and

2. Recognizing that non-academic or informal education is an integral part of education, the Canadian Union of Students is committed to ensuring all students equal opportunity to participate in non-academic activities and

3. The CUS recognizes the rights and responsibilities of the student within the institutions of post-secondary education, the CUS is committed to the following principle that such students must be recognized as full members of that institution with full rights of representation in the government of that academic community, and full responsibilities to preserve and develop academic freedom and education quality.

UGEQ

(Continued from page 4)

i) to form an effective force which will contribute towards the future fulfillment of Quebec society.

Art. 5 : L'Union Générale des Etudiants du Québec advocates a positive student viewpoint directed toward the future and, first and foremost, geared towards the political, economic, social and cultural progress of the student body and the overall good of Quebec.

Art. 6 : L'Union Générale des Etudiants du Québec advocates, in thought and deed, a healthy and positive nationalism geared to face international problems and thus, in so doing, contribute to a new order of human cooperation void of racial, linguistic or religious distinction.

Art. 7 : L'Union Générale des Etudiants du Québec solemnly professes its support towards the establishment of peace in the world;

a) by means of international law as the only way to settle the differences between men and among nations;

b) through increasing the influence of some peaceful international order which is decided to the economic and social progress of those people in developing regions as well as to the abolition of all forms of imperialism, colonialism and discrimination;

(c) through complete disarmament and the use of science for peaceful motives;

Art. 8 : L'Union Générale des Etudiants adopts the Universal Declaration of Human Rights of the United Nations.

from across the seas



once upon a time, on a misty island in the
 middle of a shining ribbon.
 gladys ginsberg and sylvester alexander von
 lochenkopf II.
 one suitcase. one guitar— gibson go 2.
 an address of a someone who passes time in the
 great institution on sherbrooke w.
 completed questionnaires from operation host
 (Find Them On Campus Until Friday).
 in and out of ibm.
 presto! a place to stay for gladys and sy.
 in town to see the sparkle and magic of the big
 fair.
 a rendezvous arranged by letter with their host.
 settled in at their home-for-awhile.
 fun. great times. parties, really swingin, man.
 ... Incidentally, they never did get to see Expo.

Model Parliament

Rather fight than switch?

Friday, January 27 is the day that McGill students go to the polls to elect a sixty-one member Model Parliament. What is Model Parliament? What purpose does it serve? Who are the candidates and what are their platforms? These are some of the questions being asked by McGill students as election day fast approaches.

Model Parliament serves as a forum for debate by campus politicians on the major political, social, and economic problems of our day. The Parliament and associated activities have a threefold purpose:

- 1) Model Parliament publicizes the philosophies and policies of the Canadian political parties.
- 2) Model Parliament promotes student interest in politics.
- 3) Model Parliament reflects the political opinions of McGill students and thus serves as a feedback to political parties on the merits of their platforms.

This year's Model Parliament promises to be novel for it will be the scene of interesting, intelligent and illuminating debate. The political clubs at McGill have set as an objective a parliament that will NOT be a MODEL of the Ottawa Parliament Canadians are all familiar with. Instead it is hoped that the McGill Model Parliament will be an EXAMPLE which our Ottawa politicians might do well to follow.

The Parliament will be of two days duration with the sessions scheduled for Tuesday and Wednesday of next week. The government will present its throne speech and will then attempt to pass its legislation into law. In past years the passage of bills has been a tricky and hazardous process due to the predominance of minority governments. Last year's parliament, a one day affair, spent its time on debate of the N.D.P. speech from the throne, and on a final vote of confidence the speech was accepted by a margin of one vote.

The parliament's seats are allocated to the six parties contesting the election, in proportion to the vote. The parties are Congress Towards Canadian Maturity, Conservatives, Liberals, New Democratic Party, Society for Erasing Xenophobia (S.E.X.), and Young Communist League.

With a choice from parties representing every view from right to left on the political fulcrum, there seems no reason for McGill students not to take part in their Model Parliament. All McGillians are urged to vote at the various polls (located in most major buildings). Then, as a Parliament is a forum for deliberations by the people it represents, it is hoped that McGill students will take the time to come to their Model Parliament and listen to the debate.

Harvey Ian Schachter

Chairman — Model Parliament

LIBERAL

All too often, students seek to initiate social change through protest marches, sit-ins, or by growing beards.

The Liberal Party strongly believes in the idea of social change, but it proposes to work within the established framework to effect this.

We feel that the platform of the Liberal Club contains all of the policies that are necessary for a better Canada. Our sole ideological doctrine is independent reform wherever and whenever necessary, be it "left" or "right".

The unique characteristic of the Liberal Club here at McGill is that it is affiliated with both the federal and provincial wings of the Party. As such, we have full voting rights at all conventions, and some of our members serve on the Executive Committee of the Quebec Liberal Federation. Nonetheless, we retain complete independence. Thus we are fully able to effect our reform from within.

So, cast a meaningful vote when you vote for Model Parliament. Put your ideas into action! Vote Liberal on January 27!

CTCM

Ideology:

The Congress Towards Canadian Maturity is the only established political party on campus completely unbound by provincial, federal, international etc. affiliations. CTCM refuses to let itself be placed anywhere in the political spectrum. It is neither left nor right but has succeeded in overcoming the pitfalls of such constrictive and innane labelling, CTCM can be said to be the "radical middle". In realization of the dissatisfaction most students experience when dealing with campus imitations of big-time politics, CTCM is a viable negation of the grandiose politicking we are being subjected to here at McGill.

Our function is to give students an opportunity to radical and realistic thought.

Programme for Canadian Maturity:

CTCM proposes to provide every citizen with a maturity kit, for the proliferation of national awareness and Canadian Maturity. The kits will be of various types. For example, a Hees-Sevigny kit designed to make any pre-pubescent Canadian post

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Model Parliament

CTCM

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pubescent. This kit will consist of an impeccable moustache, one wooden leg, one understanding family, a seat on the Canadian Stock Exchange, and one tattered Valkyrie.

Other Programmes :

CTCM has ventured into almost all phases of Canadian life. It has policies on Centennial, Economic growth, Foreign Relations, Defense, Canadian Identity, and Northern Development. This will appear in full later on in the Model Parliament campaign.

Why vote CTCM

In view of the fact that Canada has sold itself out, CTCM realizes the futility of politics— campus, municipal, provincial, federal, and international. You can't win, you can't lose. Give up and vote CTCM.

N.D.P.

Economic Policy :

- reapportionment of the taxation system by imposing a tax on foreign capital and capital gains
- reduction in personal income taxes
- nationalization of certain vital segments of the economy
- economic planning, including economic councils

Social Welfare :

- a compulsory and comprehensive Medicare
- Old Age Pensions of \$125 per month

Youth and Education :

- official age of adult maturity should be 18 in all matters
- where necessary, bilingual schools
- the system of assigning marks should be dropped at all levels
- salaries and free educations for students

Foreign Affairs :

- independent, neutral foreign policy for Canada
- immediate withdrawal of U.S. troops from Vietnam
- recognition of China and membership for her in the U.N.
- withdrawal from NATO and NORAD

The McGill Progressive Conservative Association

Our object is to demonstrate the bearing of a proven philosophy on the problems of our time and to apply the wisdom, experience and revealed truths of the past.

We advocate the following policies :

- That anti-combines laws be extended to apply to labour unions.
- That "right to work" laws be enacted to ensure that freedom of association is given adequate legal protection.
- While we disagree with some aspects of Ian Smith's government, we advocate that Canada oppose the use of economic sanctions against Rhodesia.
- That Canada remain in NATO.
- That Canada withdraw from the International Control Commission.
- That Canada not recognize Red China and oppose its admission to the UN.
- That strikes by public service employees be outlawed.
- That medicare be repealed; we advocate the use of the negative income tax as an alternative to welfarism.

S.E.X.

The Society for Erasing Xenophobia stands for better relations between people.

In short, we want to erase the hatred of foreigners. Hatred is founded on unfamiliarity, and in the interest of promoting familiarity, we have created S.E.X.

Our platform centers around the fact that there is no hatred in the bedroom. First we wish to legalize the dissemination and advertisement of birth control apparatus.

We advocate the liberalization of abortion law because we feel that the affairs of consenting adults are their own business.

Being an open group, S.E.X. is against censorship, and advocates an intimate appraisal of itself.

Because we are basically cooperative at heart, we would always choose S.E.X. over war, and we hope you would do the same.

Not wanting to be blunt, we suggest you take our tip; enjoy S.E.X., vote S.E.X., and ride the pill to Parliament Hill.

public address

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